**1. Describe and discuss style range, flexibility, and adaptability.**

Style range is the extent to which leaders are able to vary their leadership styles.

They can change their ability according to the situation. Some leaders have a limited range whereas others have a broader style range.

Flexibility is where the leader is effective in a number of situations. They can change their style according to the situation to make it effective. Low flexibility would be where a manager has a manager position in a lower-level. High flexibility is where the manager’s position is higher level.

Style adaptability is the degree to which managers are able to vary their style appropriately to the demands of a given situation.

**2. Match readiness level with the leadership style most likely to work well.**

A style that would probably be effective if the probability style could not be used is the desired style. In the readiness low to moderate or moderate to high level there are two “second best” styles (telling or participating and selling or delegating). One has to choose which is best according to their readiness level. If the situation is improving then the manager should use participating at the low to moderate level and use delegating at the moderate to high level. If things are getting worse then the low to moderate level needs to do “telling” at the “second best” and selling at moderate to high. These would be the best choices to work the best. When a manager uses the telling and delegating style it can be risky.

**3. Diagram and explain the Johari Window.**

|  |  |  |
| --- | --- | --- |
|  | Known to self | Unknown to Self |
| Known to others | Public | Blind |
| Unknown to others | Private | Unknown |
|  |  |  |

The Johari Window is used to show leadership personality, such as self-perception and the perception of others. The *known to self* column is how the manager thinks he is coming across to other people. The *unknown to self* is where the manager really does not know how he is coming across to the other people. The *public* area is where the manager is known to everybody and himself. The *blind area* is where the manager is known to the others, but he is unknown to himself. If he is known to himself but not to others, this is the *private* arena. If the manager is unknown to himself and others, this is the *unknown* area.

**4. Explain the benefits and drawbacks of the six style profiles.**

**Style 1-2**-These people tend to be able to raise and lower their socioemotional support or relationship behavior, but they often feel uncomfortable unless they are “calling the shots” .An example would be if an engineer became a supervisor, but still wanted to do the engineering stuff.

**Style 2-4-**This type of manger does not feel secure unless they are giving much of the direction and communicate with people. They are not successful when they delegate.

**Style 3-4-**These people tend to raise and lower their socioemotional support, but they feel uncomfortable if they have to initiate direction for people. A typical group here is women who are promoted, but are not given training before being promoted.

**Style 1-4-** This style is either telling or delegating. This person can be effective when there is a crisis at work. This person can make a quick decision when there are severe problems and can turn a bad situation into a good one.

**Style 2-3-** These people tend to work well with people of average levels of readiness. They have a hard time knowing how to handle discipline problems and don’t know how to delegate work to competent people.

**5. Describe the contracting for leadership style.**

This is the Management by Objectives. This is where the leader helps their staff obtain the objectives they want. The problem comes in when the leader may not behave the way he/she needs to in order for the staff to accomplish the goal. The leader may leave the staff alone and then the staff may not know exactly what to do so that the goal is achieved. An example could be a new teacher comes to my school and tells me she wants to achieve wonderful class management. I think it is a great idea and agree. I however, never enter her classroom or check on her and find out mid way through the year that her classroom management has failed.

In contracting for leadership style the teacher and I would agree upon certain goals and we would discuss how I, as the leader, should help her to achieve this. I would make sure she had what she needed to achieve her goal. This may mean having certain people, not necessarily myself, help her some of the time and I would help her some of the time. It should be an open contract, ready to renegotiate at any time.

6.**Analyze this question: “Are most leaders able to change their style in response to changes in the situation?”**

If a principal is good and truly cares about her staff and the students, yes, they are able to change their style in response to changes. A principal may have a new teacher who is weak in curriculum (let’s say reading), but does well in math. The principal will start out going into the classroom every day, calling the teacher in, and discussing what the principal saw and how to help out. The principal could also model for the teacher. Then the principal could change her style when the teacher gets more confident with reading and starts showing progress in how she teaches it. Then the principal would meet with the teacher less and give the teacher more independence. I think leaders have to change their style with different teachers and situations. If leaders can’t change their style, I don’t see them as being effective leaders.

7. **Answer the question, “How does changing leadership styles affect follower perception?**

I think teachers (followers) look at leadership styles of principals to see if they want to be like that person or not. If one works at a school where the leader is excellent in her curriculum (the county knows it and every teacher knows it), but has a hard time with people skills, then the teachers want to do good for the students, but sometimes have a hard time working there. I have stated above and I will say it again, if a principal truly cares about her staff, they will try their hardest to do what is right for the students and the school. If they are never told personally that they do a good job, only called in when there is a problem, it can hurt the morale of a school and hurt their teaching. Leadership styles are very important in a school. It is hard for a leader to do the correct thing all the time, but if we look after our staff (followers), then I feel the whole system works better.